ED 155 927 MOTIVATIONAL CHARACTERISTICS OF FRANCOPHONES LEARNING ENGLISH.
RESEARCH BULLETIN NO. 408.
1 OF 1 CLEMENT, R.; AND OTHERS UNIVERSITY OF WESTERN ONTARIO, LONDON.
DEPT. OF PSYCHOLOGY. APR 77 18P.

DOCUMENT RESUME

ED 155 927 FL 009 536

AUTHOR Clement, R.; And Others
TITLE Motivational Characteristics of Francophones Learning English. Research Bulletin No. 408.
INSTITUTION University of Western Ontario, London. Dept. of Psychology.
SPONS AGENCY Department of the Secretary of State, Ottawa (Ontario).
PUB DATE Apr 77
NOTE 18p.

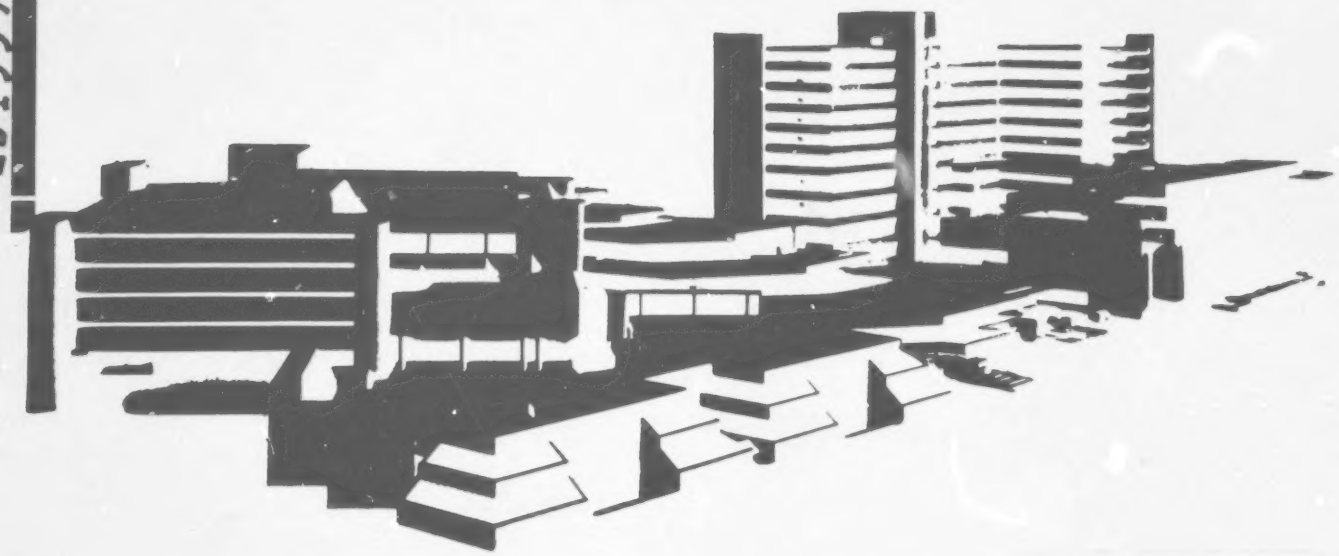
EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Cultural Awareness; Cultural Education; Cultural Factors; Culture Contact; *English (Second Language); Ethnic Groups; Ethnicity; French; Grade 11; Identification (Psychological); *Language Attitudes; Language Instruction; Language Research; Psychological Patterns; Secondary Education; Secondary School Students; *Second Language Learning; *Self Esteem; *Student Attitudes; *Student Motivation
IDENTIFIERS Francophones; French Canadians

ABSTRACT

A study was conducted to investigate correlates of self-confidence in second language acquisition and to determine its relationship to the integrative motive. Indices of attitude, motivation, intelligence and achievement were obtained from 223 grade 11 francophone students from Montreal. Results of a factor analysis of the data suggested that self-confidence with English develops through the individual's opportunity for contact with members of the second language community. Furthermore, fear of loss of ethnic identity as a result of speaking English was found to be negatively related to the integrative motive factor. A possible dynamic relationship between the integrative motive and self- confidence is suggested, and the implications of the antagonistic influence of threat to ethnic identity on the integrative motive are discussed. (Author/AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

- ED155927



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MOTIVATIONAL CHARACTERISTICS OF FRANCOPHONES LEARNING ENGLISH[1]

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. C. Gardner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

R. CLÉMENT, R. C. GARDNER, P. C. SMYTHE

LANGUAGE RESEARCH GROUP

RESEARCH BULLETIN NO. 408 APRIL 1977

ISSN 0316-4675

[1]This project was funded by the Department of the Secretary of State under its programme to encourage language research in Canada.

FL009536

DEPARTMENT OF PSYCHOLOGY

THE UNIVERSITY OF WESTERN ONTARIO LONDON, CANADA

Abstract

This study was conducted to investigate correlates of self-confidence in second language acquisition and to determine its relationship to the Integrative Motive. Indices of attitude, motivation, intelligence and achievement were obtained from 223 grade 11 francophone students from Montreal. Results of a factor analysis of the data suggested that self-confidence with English develops through the individual's opportunity for contact with members of the second language community. Furthermore, fear of loss of ethnic identity as a result of speaking English was found to be negatively related to the Integrative Motive factor. A possible dynamic relationship between the integrative motive and self-confidence is suggested and the implications of the antagonistic influence of threat to ethnic identity on the integrative motive are discussed.

A considerable body of research on the motivational characteristics of successful second language students has demonstrated a relationship between motivation to learn a second language and attitudes toward the second language community (e.g., Feenstra & Gardner, Note 1; Gardner & Lambert, 1959, 1972; Gardner & Santos, Note 2; Gardner & Smythe, Note 3; Smythe, Stennett & Feenstra, 1972). This attitude-motivation cluster referred to as an "integrative motive" has been a recurrent dimension in various factor analytic studies concerned with motivation in second language acquisition. This motive was associated with second language proficiency, and persistence in second language study (Gardner & Smythe, Note 3), to the reported frequency of use of French in an inter-ethnic contact situation (Clément, Gardner & Smythe, in press - b), and to student participation in French classroom activities (Gliksman & Gardner, Note 4).

This research was, however, concerned with anglophones learning French as a second language. Only two studies have examined the factor structure of indices of attitude, motivation, intelligence and achievement in English by francophones. Clément, Gardner and Smythe (in press - a) collected data from grade 10 and 11 francophone students from Montreal. Factor analysis of these data with indices of intelligence and achievement in English supported the conclusion that achievement was both a function of aptitude and motivation. Motivation, however, contributed to two dimensions. On the one hand, motivation related to the Integrative Motive. On the other hand, motivation was also related to a lack of anxiety when speaking English and high self ratings of proficiency--a factorial cluster labelled as Self-confidence with English. This latter

dimension was more strongly associated with indices of competence in the second language than the Integrative Motive, suggesting that a further motivational component was involved in this context. A similar conclusion was suggested by the results of a study conducted by Clément, Major, Gardner and Smythe (1977). In that study, a Self-confidence factor was obtained with grade 7 and 8 franco-Ontarian students.

The present study was conducted to investigate further the nature and role of self-confidence in second language acquisition. Two aspects of the previous research are particularly relevant to this research. First, if indeed two motivational factors (i.e., integrative motive and self-confidence) operate in the case of francophones, are they related in any manner? Clément, Gardner and Smythe (in press - b) report data supporting the notion that an integratively motivated individual has more frequent contact with members of the other group when put in an inter-ethnic situation than a less integratively motivated individual. On the other hand, Clément et al. (1977, in press - a) found a relationship between Self-confidence and prior experience with the second language. It is therefore possible that contact with members of the other culture might be the aspect linking functionally the two motivational factors obtained in previous research.

The second purpose of the present study concerns the origin of self-confidence with English. The anxiety reported by the student when speaking English might, in fact, reflect a pervasive personality characteristic. If this is the case, anxiety should be reported for all interpersonal situations irrespective of the language of communication. Alternatively, anxiety might be specific to English-speaking situations and originate

from the threat to cultural identity felt by the individual in such circumstances. That such might be the case is suggested by Taylor, Ménard and Rheault (Note 5) who report a relationship between variables assessing "subtractive bilingualism" and self-ratings of proficiency in English for a francophone sample. In the Clément et al. (1977, in press - a) studies self-ratings of proficiency were associated with Self-confidence. It is, therefore possible that the latter motivational dimension originates from feelings of impending assimilation when the individual speaks English.

Investigation of these various hypotheses was achieved by retaining from the previous studies, those variables loading on the three factors of interest (i.e., Integrative Motive, Self-confidence and Academic Achievement) and adding new scales to the battery.

Method

Subjects

Subjects in this study were 223 grade 11 students attending two schools of the Montreal Catholic School Commission. The two schools were chosen to ensure the selection of students from widely different socio-economic statuses. One school, drawn from a lower socio-economic class area of Montreal, provided 78 students (35 males, 43 females) while the second, representative of a middle socio-economic class area, yielded 145 students (58 males, 87 females).

Materials

The scales used in this study are listed in Table 1. Sex (Variable 1), was coded 1 for boys and 2 for girls. Fifteen variables (i.e., variables 2 to 16) are described in Clément, Smythe & Gardner (1976) and Clément et al. (1977, in press - a).[2] Five scales were designed or modified specifically for this study. A description of each of them including their respective Kuder-Richardson/20 (K-R/20) coefficients computed on this sample follows.

(17) Generalized Inter-personal Anxiety. This scale is derived from the Audience Sensitivity Index (Paivio & Lambert, 1959) and assesses the feeling of discomfort experienced by the student whenever he is in the presence of other people. Three positive and three negative items constituted this scale. A high score (maximum=42) reflects a high degree of reported anxiety when in the presence of other people (K-R/20=.57).

(18) French Classroom Anxiety. This scale is adapted from the Gardner and Smythe (Note 3) General Classroom Anxiety scale and assesses the anxiety felt by students whenever they have to speak in the French class. Three items were worded positively and three negatively. A high score (maximum=42) reflects a high degree of anxiety in the French classroom (K-R/20=.80).

(19) English Test Anxiety. This scale is based on Mandler and Sarason's (1952) Test Anxiety Questionnaire, and assesses feelings of anxiety before and during a written English examination. Six items (three positive and three negative) constituted this scale. A high score (maximum=42) indicates a high degree of anxiety when writing English exams (K-R/20=.76).

(20) English Speaking Threat. This scale assesses feelings of assimilation experienced by the student whenever he speaks English. A high score (maximum=42) suggests that each time the individual speaks English he feels that he might lose his French heritage and become assimilated into the English community (K-R/20=.69).

(21) Behavioral Intention to Re-enroll in English. Students rated the probability that, given the choice, they would re-enroll in the English course next year. Ratings were made on a seven point scale defined at one end by "définitivement oui" (definitely yes) and at the other end by "définitivement non" (definitely not).

In addition three subscales from a test designed by the Catholic School Commission for grade 9 students were modified slightly for this study. These indices were:

(22) Aural Comprehension. This subtest includes 20 items and assesses the ability of the student to understand spoken English. The students listened to a tape recording and indicated on their answer sheets the meaning of the speaker's utterance. The maximum score possible was 20 (K-R/20=.80).

(23) Reading Comprehension. In this subtest the student read a short passage and answered twelve questions assessing his comprehension of the passage. A maximum score of 12 was possible (K-R/20=.65).

(24) Grammatical Knowledge. This test included fifteen items (maximum score = 15) assessing the student's knowledge of English syntactic constructions (K-R/20=.86).

The student's index of intelligence at the end of grade 8 (Variable 25) as well as his score on standardized tests of French, Mathematics and English (Variables 26, 27, 28) at the end of grade 9 were obtained from the records of the Montreal Catholic School Commission.

Procedure

Testing was conducted during two, one hour sessions scheduled one month apart. Both sessions were conducted during regular class hours. In the first session, the experimenter read general instructions informing the student of the general purpose of the study and stressing the confidentiality of their answers. The students then proceeded to answer the attitude/motivation battery. In the second session, a different experimenter administered the test of proficiency in English. Students were assured that their performance on the proficiency test would not affect their academic record and were urged to do their best.

Results

The data was first standardized within each school in order to eliminate differences between the two schools. The correlation matrix was factor analyzed by means of the principal axes procedure using communality indices estimated after iteration (see Nie, Hull, Jenkins, Steinbrenner & Bent, 1975, p. 480). Upon application of the Scree test (Cattell, 1966) three factors were judged "non-trivial" and rotated by means of the varimax rotation procedure. The resulting factor matrix is presented in Table 1.

Insert Table 1 About Here

Factor I receives appreciable loadings (greater than ± .3) from nine variables. The pattern of the loadings suggests that the individual who has a positive attitude toward learning English (Variable 7) also has a positive attitude toward English Canadians (Variable 6) and is both "integratively" and "instrumentally" oriented (Variables 3 and 2, respectively). Such an individual also tends to speak English frequently with anglophones (Variable 9), is motivated to learn English (Variable 10), intends to continue studying English (Variable 21) and tends to have a positive attitude toward Americans (Variable 8). Finally, these individuals report an absence of threat of assimilation when speaking English (Variable 20). The composition of this factor is comparable to that obtained in previous research (Feenstra & Gardner, Note 1; Gardner & Lambert, 1959, 1972; Gardner & Smythe, Note 2; Smythe, Stennett and Feenstra, 1972), and in keeping with much of this research it seems best to identify this as an Integrative Motive factor. It should be noted here, that the Integrative Motive is associated negatively with a threat about being assimilated into the English speaking culture.

Factor II receives appreciable loadings from 14 variables. These loadings suggest that the individual who rates himself as relatively competent in his ability to speak, read, write and understand spoken English (Variables 13, 14, 15 and 16) reports little anxiety when speaking in the English class (Variable 4), speaking in public (Variable 5), writing an English exam (Variable 19), or simply when in the presence of others (Variable 17). Such an individual also reports frequently speaking English with anglophones (Variable 9), studying English for many years (Variable 11), and speaking many languages at

home (Variable 12). Finally, this individual is motivated to learn English (Variable 10) and evidences a relatively high knowledge of English on tests of aural comprehension (Variable 22) and grammatical knowledge (Variable 24). This factor describes an individual who is not anxious when using English, has prior experience in doing so and is self-assured with respect to his own English proficiency. The composition and interpretation of this factor are highly similar to those reported by Clément et al. (1977, in press - a) and consistent with that research, seems best labelled as a Self-confidence with English factor.

Factor III receives appreciable loadings from seven variables. The configuration of loadings suggests that the individual who has a relatively high level of English proficiency (Variables 22, 23, 24, and 28) is also intelligent (Variable 24) and competent in French (Variable 25) and Mathematics (Variable 27). Because this factor receives its major loadings from variables assessing various aspects of academic achievement it is best labelled as an Academic Achievement factor.

Discussion

The present results parallel closely those obtained by Clément et al. (1977, in press - a), and support previous research indicating that achievement in the second language is related to both motivation and ability (Feenstra & Gardner, Note 1; Gardner & Lambert, 1959, 1972; Gardner & Santos, Note 2; Smythe, Stennett and Feenstra, 1972). The index of motivation, Motivational Intensity, however, was related to two factors, the Integrative Motive and Self-confidence with English. Furthermore, Threat to Ethnic Identity loaded negatively on the Integrative Motive dimension.

In the introduction, it was suggested that the Self-confidence factor might reflect a generalized personality characteristic. The fact that this factor receives loadings from variables assessing anxiety at various levels of specificity, but yet related to various aspects of learning and using the English language, however, warrants the dismissal of this hypothesis. Rather, the composition of this dimension suggests that confidence develops from the individual's prior experience with English, primarily outside the classroom. The individual speaking more than one language at home and reporting a relatively high level of contact with anglophones outside the classroom is the one who evidences confidence in his proficiency in English and lack of anxiety when using it both inside and outside the classroom. He is also the individual who is motivated to learn English and evidences relative proficiency on objective tests of competence. The present results, therefore, support the contention that self-confidence with English, which developes primarily from actual experience with the language, is an important component of francophones' motivation to learn English.

These results suggest that two motivational components are involved in the acquisition of English by francophone students. One, the integrative motive, is affectively based while the other, self-confidence with English, hinges on prior contact with members of the other group. It should be noted, that the individual's self-report of frequency of use of English is related to both motivational dimensions thus suggesting a mechanism by which they could be causally related. Based on previous research (Clément, Gardner & Smythe, in press - b), it seems reasonable to hypothesize that an integrative motive will foster frequent contact

with members of the other ethnic group. In so far as contact can have positive or negative reinforcing properties, confidence or lack of self-confidence will result. According to this interpretation, the integrative motive is viewed as an antecedent to the self-confidence motive which might serve to orient the individual to enter into situations where self-confidence would develop. Positive experiences with members of the other ethnic group, while resulting in a lack of anxiety might, however, also result in a more positive attitude toward that group thus influencing the individual's integrative motivation.

The integrative motive therefore fulfills a basic function in the second language acquisition process. It acts as the primary tendency orienting the individual towards the means of acquiring a second language: persistence in the second language course and contact with members of the other group. Furthermore, it is a necessary prerequisite to the development of the individual's self-confidence with the second language.

Past research has well documented the variables supporting the integrative motive--namely the individual's positive attitude towards the other language community and a willingness to become like valued members of this community (Gardner and Smythe, Note 6). No research has, however, documented aspects which might be antagonistic to the development of this motive. The present results suggest that fear of losing one's cultural identity has such an effect. Within the model presented here, the integrative motive and the consequent processes might therefore not develop if second language acquisition implies for the individual the loss of his first language and culture.

Reference Notes

1. Feenstra, H. J., & Gardner, R. C. Aptitude, attitude and motivation in second language acquisition. Research Bulletin No. 101, Department of Psychology, University of Western Ontario, 1968.

2. Gardner, R. C., & Santos, E. H. Motivational variables in second language acquisition: A Philippine investigation. Research Bulletin No. 149, Department of Psychology, University of Western Ontario, 1970.

3. Gardner, R. C., & Smythe, P. C. Second language acquisition: A social psychological approach. Research Bulletin No. 332, Department of Psychology, University of Western Ontario, 1975.

4. Gliksman, L., & Gardner, R. C. Some relationships between students' attitudes and their behaviour in the French classroom. Research Bulletin No. 5, Language Research Group, Department of Psychology, University of Western Ontario, 1976.

5. Taylor, D. M., Ménard, R., & Rheault, E. Threat to ethnic identity and second-language learning. McGill University, 1975 (mimeo).

6. Gardner, R. C., & Smythe, P. C. The role of attitudes in acquiring the language of another ethnic group . Research Bulletin No. 7, Language Research Group, Department of Psychology, University of Western Ontario, 1976.

References

Cattell, R. B. The Scree test for the number of factors. Multivariate Behavioural Research, 1966, 1, 245-276.

Clément, R., Gardner, R. C., & Smythe, P. C. Motivational variables in second language acquisition: A study of francophones learning English. Canadian Journal of Behavioural Science (in press - a).

Clément, R., Gardner, R. C., & Smythe, P. C. Inter-ethnic contact: Attitudinal consequences. Canadian Journal of Behavioural Science (in press - b).

Clément, R., Major, L., Gardner, R. C., & Smythe, P. C. Attitudes and motivation in second language acquisition: An investigation of Ontario francophones. Working Papers on Bilingualism, 1977, 12, 1-20.

Clément, R., Smythe, P. C., & Gardner, R. C. Echelles d'attitudes et de motivations reliées à l'apprentissage de l'anglais, langue seconde. Canadian Modern Language Review, 1976, 33, 5-26.

Gardner, R. C., & Lambert, W. E. Motivational variables in second language acquisition. Canadian Journal of Psychology, 1959, 13, 266-272.

Gardner, R. C., & Lambert, W. E. Attitude and motivation in second language learning. Rowley: Newbury House, 1972.

Mandler, G., & Sarason, S. B. A study of anxiety and learning. Journal of Abnormal and Social Psychology, 1952, 47, 166-173.

Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. Statistical package for the social sciences. 2nd edition. New York: McGraw Hill, 1975.

Paivio, A., & Lambert, W. E. Measures and correlates of audience anxiety ("stage fright"). Journal of Personality, 1959, 27, 1-7.

Smythe, P. C., Stennett, R. G., & Feenstra, H. J. Attitude, aptitude and type of instructional program in second-language acquisition. Canadian Journal of Behavioural Science, 1972, 4, 307-321.

Footnotes

1. This research was supported by a grant from the Language Administration Branch of the Office of the Secretary of State of Canada under its programme to encourage language research in Canada. The authors are grateful to the school principals and coordinators of the Montreal Catholic School Commission for facilitating access to their students.

2. The scales of "Degree of Integrativeness" and "Degree of Instrumentality" were re-written for this study.

Table 1

Varimax Rotated Factor Matrix

		I	II	III
1.	Sex	.07	-.10	.22
2.	Degree of Instrumentality	.67	-.16	-.02
3.	Degree of Integrativeness	.78	.04	-.10
4.	English Classroom Anxiety	.06	-.76	.01
5.	English Use Anxiety	-.10	-.74	.04
6.	Attitude toward English Canadians	.78	.01	-.22
7.	Attitude toward Learning English	.79	.25	.07
8.	Attitude toward Americans	.50	-.09	-.02
9.	Frequency of Use	.66	.37	-.04
10.	Motivational Intensity	.63	.32	.08
11.	No. of Years Studying English	-.10	.35	-.04
12.	No. of Languages Spoken at Home	.20	.57	-.03
13.	Self-rating - Writing	.18	.75	.18
14.	Self-rating - Understanding	.08	.74	.29
15.	Self-rating - Reading	.11	.80	.16
16.	Self-rating - Speaking	.12	.86	.07
17.	Generalized Interpersonal Anxiety	.10	-.41	-.00
18.	French Classroom Anxiety	.26	-.16	-.02
19.	English Test Anxiety	-.06	-.62	-.23
20.	English Speaking Threat	-.40	-.21	-.22
21.	Behavioural Intention to Re-enroll in English	.55	.00	-.02
22.	Aural Comprehension	-.04	.39	.55
23.	Reading Comprehension	.03	.18	.66
24.	Grammatical Knowledge	.03	.33	.75
25.	I.Q.	-.17	.02	.68
26.	Standardized Test Score of French	-.14	-.03	.82
27.	Standardized Test Score of Mathematics	-.08	-.09	.78
28.	Standardized Test Score of English	.02	.18	.76